



Sexton's Manor Community Primary School

Inspection Report

Unique Reference Number 124553
LEA SUFFOLK LEA
Inspection number 281749
Inspection dates 28 March 2006 to 29 March 2006
Reporting inspector Mr. Michael Best LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	First	School address	Greene Road
School category	Community		IP33 3HG
Age range of pupils	3 to 9		
Gender of pupils	Mixed	Telephone number	01284 754371
Number on roll	171	Fax number	01284 716472
Appropriate authority	The governing body	Chair of governors	Mr.Gordon Lynch
Date of previous inspection	26 January 2004	Headteacher	Mrs. Catherine Catchpole

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average. Its pupils come from owner-occupied and rented homes near the school, and from other parts of the town. A number of pupils come from hard-pressed homes. Pupil mobility is low. Most pupils are White British and speak English as their first language. The attainment of pupils entering the Foundation Stage is broadly average. The overall proportion of pupils with learning difficulties and disabilities is similar to the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. The serious weaknesses identified at the time of the previous inspection have been successfully resolved. Inspectors agree with the school's evaluation of its effectiveness. Standards are rising rapidly and the school's capacity for further improvement is good. It provides good value for money. Pupils' personal development is good. They enjoy coming to school, behave well and successfully acquire skills to support their future life and work. The curriculum successfully promotes their interests and enjoyment, and focuses well on their personal and social needs. Staff provide good quality care and support for pupils. Links with parents and the school's other partners are strong. The standards and quality in the Foundation Stage are good. Standards at the end of Year 2 are broadly similar to the national average and above average at the end of Year 4. Achievement is good. The school has good procedures for tracking pupils' progress and teachers make good use of these to move their learning on. Teaching and learning are good, and successfully promote the good progress of all groups of pupils. The school has improved significantly because of the outstanding leadership and management of the headteacher. Her clear and purposeful vision, shared by the whole staff and governors, is successfully driving the school forward. First-rate evaluation of pupils' performance and the quality of teaching and learning successfully identifies key priorities for improvement. These are tightly focused on raising standards and are effectively resourced. The governing body is developing effectively, and keen to extend, its role as the school's 'critical friend'.

What the school should do to improve further

- Further raise standards by continuing to address the priorities in the school's improvement plan. - Continue to develop the role of the governing body in evaluating the work of the school.

Achievement and standards

Grade: 2

When they start in the Foundation Stage, children have a mixed range of skills and experiences. Standards are average overall. They make good progress, particularly in their personal, social and emotional development. The proportion of children reaching the standards expected by the start of Year 1 is broadly average, with girls ahead of boys. Standards at the end of Year 2 in the 2005 National Curriculum assessments were above average in reading but broadly average in writing and mathematics. The proportions of pupils reaching the higher levels were high in reading and mathematics. By the end of Year 4, pupils are achieving above average results in English and mathematics. These results show significant improvement on previous years. They represent success in meeting, and exceeding, the challenging targets set by the school. Inspection evidence indicates that the school is continuing to drive up standards, particularly in writing and the use of information and communication technology (ICT) across the curriculum. Achievement is good. Pupils make good progress as they move

through the school. Those with learning difficulties and disabilities make good progress because the school promptly identifies and supports their needs. Pupils who have the capacity to work at higher levels are well challenged. Many boys make very good progress, particularly in mathematics, successfully closing the gap between girls and boys by the time they transfer to middle school. At the heart of the pupils' success is the effective use that staff make of robust tracking and analyses of learners' performance to plan challenging, but achievable, lessons that encourage and enable pupils to make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils behave well, enjoy their lessons and work hard. The provision for their spiritual, moral, social and cultural development is good. Staff are aware that pupils have limited multi-cultural experiences so have provided opportunities such as African Arts activities and an Indian food day, which have been very well received by pupils. A strong focus on singing and well-displayed artwork reveals a wide range of cultural influences. Relationships between pupils and adults are strong. Pupils say that incidents of bullying are rare and they feel safe and secure, knowing there is always someone to talk to. Opportunities to lead a healthy lifestyle are supported well through the good use of outdoor equipment which encourages turn-taking and physical skills. Pupils play energetically in the extensive school grounds. There is clear encouragement for them to make good choices from the healthy options at lunchtimes. Pupils have satisfactory opportunities to take on responsibilities within the school and the local community, including the recently re-established school council. These help them develop confidence and prepare them for their future lives. Attendance is now above average and the school is working effectively with parents to maintain this, including calls home on the first day of absence.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Staff work well together to provide good support for pupils with learning difficulties and disabilities, and to challenge the more able. The school has rigorous systems for assessing and recording learners' attainment and progress, and teachers make good use of this information to challenge pupils, particularly the more able. Staff have high expectations of learners' behaviour and work, and pupils are keen to achieve the challenges set. Pupils get on well with the staff, responding promptly and positively to instructions and requests. Homework is popular with pupils and most parents, and is successfully helping to improve standards. Staff use a good range of teaching styles and learning resources, including the interactive whiteboard, to promote successful learning. Teachers consistently share well-focussed learning intentions with pupils, and use questions well to check progress

in the middle and at the end of lessons. Learning develops at a good pace but, occasionally, teachers spend too much time explaining what pupils have to do. Pupils thoroughly enjoy practical activities and work well with each other. An outstanding feature is the way in which pupils consider, develop and explain the different ways of solving problems.

Curriculum and other activities

Grade: 2

The school provides a good range of activities to help pupils learn. Planning for pupils in the Foundation Stage is good and the school is committed to further developing the facilities available. Throughout the school, work is carefully planned for pupils of different abilities and ensures a good balance of activities in all subjects. Pupils say they particularly enjoy investigative and problem-solving activities, singing and sports activities. Those with learning and behavioural difficulties are effectively supported and make good progress. There is a good range of extra activities at lunchtime and after school. These are well supported and enrich learning effectively. The school has worked hard to extend the number of visits to places of educational interest and visitors who share their skills. Staff have rightly identified the need to extend the use of ICT and are working purposefully to achieve this.

Care, guidance and support

Grade: 2

This is a caring school, where pupils agree that they feel safe and happy. Staff know the pupils, their backgrounds and their individual needs well. All pupils, including vulnerable pupils with learning or behavioural difficulties, or with disabilities, are well supported. The effective use of teaching assistants ensures that all pupils are fully included in the range of activities. The procedures for child protection and to ensure their health and welfare are securely in place. Teachers have considerably improved the way in which they check and track learners' progress. Pupils are well aware of their individual targets for improvement, and staff use information from assessments effectively to ensure they are well challenged. This is having a positive impact on learning. Staff seek the views of parents and pupils regularly, and work hard to ensure they feel well informed of the progress made and areas for improvement.

Leadership and management

Grade: 2

The headteacher's leadership and management of the school are outstanding. Her clear and purposeful vision for the school's development is highly focused on raising standards. It is enthusiastically shared and promoted by governors and staff, and valued by parents and pupils. The school takes good account of the views of its stakeholders and there is a strong team spirit, with everyone committed to success. The headteacher and her senior teacher work well together, and support staff make a much-valued contribution to supporting pupils' learning and care. Subject leaders

are successfully developing their roles and responsibilities. The school's priorities for improvement are challenging but achievable. They are well-focused because the school's self-evaluation of its work is excellent. The identification of what needs to be done to bring about improvement, based on regular analyses of pupils' performance, and monitoring of teaching and learning, is first-rate. Its success is borne out by the improved results in the statutory and non-statutory assessments in 2005. Learning resources are good and the well-maintained accommodation is spacious. Day-to-day routines are well established and well managed. The school has successfully addressed the issues identified at the previous inspection and its capacity for further improvement is good. The governing body has a good understanding of the school's strengths and weaknesses. Governors are successfully developing their role in evaluating the work of the school, and are keen to extend this by; for example, linking up with individual subject leaders. The budget is effectively deployed, with reserves within recommended levels.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school earlier this week. We're pleased that you enjoy coming to school and congratulate you on your good behaviour and improved attendance. You are absolutely right in saying that all the staff look after you well. We really enjoyed hearing about the exciting things you do in lessons - especially when you have to solve problems - and the many visits and visitors you enjoy. You say that you think the amount of work you have to do in school and at home is 'just about right'. You certainly have a busy time with all the lunchtime and after-school sporting and musical activities you take part in. Thank you particularly for showing us your dance routines and for your lovely singing. You told us how much the school has improved and we agree with you. When inspectors came to the school two years ago, they were very concerned because pupils weren't doing as well as they should. Soon after, Mrs Catchpole became the headteacher and we think she's done a smashing job in turning Sexton's Manor into a good school. She has had lots of help from the staff, governors and outside experts, and you've done your bit by working really hard. We can certainly see the improvement in your results and we're delighted to see how many of you are now working at the higher levels. Well done, everyone! Mrs Catchpole makes sure that all the teachers know exactly how well you are doing and what you need to do to improve. This helps them plan their lessons and give you your individual targets. She also keeps a close eye on how well you are learning and helps the staff to make your lessons really interesting. We think the school's plans for further improvement are just what are needed for you all to do even better. Many of the governors visit the school regularly to see how you are getting on. We are pleased that they want to be even more involved; for example, by getting to know more about the different subjects you learn - we are sure you will be pleased to help them. Keep working hard and enjoying yourselves at Sexton's Manor.